

Illiteracy in Texas Discussed

By Superintendent of Education

Houston, Tex.

Chronicle NOV 29 1914

By W. F. Doughty, State Superintendent of Public Instruction.

For a number of years it has been well understood, both in the state and out of it, that education in Texas was not and is not yet by far as universal and efficient as would become a great commonwealth; and the purpose of this article is to present to a thoughtful people the educational situation just as it is in Texas today and without any coloring whatever in an effort to secure unstinted co-operation in a vigorous campaign against illiteracy and for the spread of education generally within the metes and bounds of Texas.

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How Texas Ranks Educationally.

Reports of the United States bureau of education, the United States census bureau and the division of education, Russell Sage Foundation indicate Texas as ranking thirty-eighth in general educational efficiency among the other states of the Union. A certain encyclopedia, now out of date in most respects, is responsible for the statement that Texas has the largest permanent school fund and the poorest school system of any state in the Union. This statement, however, corrected to date, would read as follows: "Texas has the largest permanent school fund of any state in the Union and ranks thirty-eighth in educational efficiency among her sister states." When it is taken into consideration that, in 1910, there were in Texas 282,904 people 10 years of age and over unable to read and write, 157,886 of whom are white people, we are forced to admit that the state's system of education is sadly deficient somewhere in its organization and administration.

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Some Recent Statistics.

Statistics just compiled at the state department of education, based on enumeration reports from city and county superintendents, give a total enrollment of 1,433,476 scholastics 7 to 21 years of age. And a further investigation of the same records indicates that only 87 per cent of the scholastic children in the state were enrolled in public school last year. Thirteen per cent of 1,433,476, the total enumeration for the state, gives us an alarming product of 186,351 children within scholastic age who did not attend the public schools a single day last year, and by deducting 20,000 as a very liberal allowance for those who graduated within scholastic age and for those who attended private and parochial schools, we are still confronted with 166,351 children constituting by far the larger part of the scholastic age who should have been in school, but failed to darken the doors of any school house during the whole session of 1913-14. The

records also indicate that the children who did enroll in the public schools made an attendance record slightly less than 66 per cent, and 66 per cent of 87 gives 57 per cent as the average daily attendance, which means that 43 children of every 100 scholastics were out of school daily last year. The average school term for the year 1913-14 was slightly above six months, which was, of course, only 66 2-3 per cent, or two-thirds, of what it ought to have been; and, by taking 66 2-3 per cent, or two-thirds, of 57, we find that the average daily attendance for the nine months was approximately 38 children, which means that only 38 children of every 100 scholastics attended school daily during the session of nine months last year.

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The Negro Not Wholly to Blame.

The negro has for more than a generation been our scapegoat for backwardness in educational statistics. But no longer can this old excuse do service in the face of facts. The same records above referred to show that in Texas there are 275,346 negro children within the scholastic age, seven to twenty-one years. Last year 162,000 of these negro children enrolled in the public schools of the state, and their attendance record was 57 per cent, compared with 66 per cent for the white children of the state. The United States census report for 1910 shows that negro illiteracy in Texas decreased during the decade 1900-1910 by 42,520 persons, while the same report shows that illiteracy among the whites increased by 11,299 souls.

At first sight these figures surprise us and in a sense tend to humiliate our spirit, for they show in round numbers that illiteracy among white people is on the increase in Texas while negro illiteracy is on the decrease; but, on account of the general increase of population during the period, the percentages for the two races, taken together or separately, are a bit more encouraging; for the same report shows that in percentage illiteracy was on the decrease in Texas during the decade 1900-1910. In other figures, combined for both races, illiteracy in Texas decreased during the period under consideration from 14.5 per cent to 9.9 per cent. Or, stating it separately, the decrease among the negroes was 13.6 per cent as against 1.8 per cent for white people, all of which indicates wholly unsatisfactory progress for Texas.

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The Rural School Situation.

A careful investigation of the situation makes it clear to the student that the backwardness of Texas in educational matters is due largely to rural school conditions, which school constitute by far the larger part of the state's educational system. The schools of the towns and cities of Texas are classed with the very best of their kind anywhere established and

and yet the state as a whole ranks in general educational efficiency far below the line from first place. Statistics just compiled at the state department of education show that approximately 912,212 scholastics are residing in rural school districts, with the privilege of attending public school from two to seven months in the year. In general, rural schools are conducted by inexperienced teachers under very unfavorable conditions. Often these teachers are young women from the towns and cities, who come with little knowledge of rural conditions and without special training for the work under hand. Judging from the progress we are now making, one is made to wonder if we shall ever entirely eradicate illiteracy in Texas.

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Immediate Action Necessary.

The fact that many of the leading nations of the world are now engaged in disastrous war has served to delay for a time much constructive work in various lines of industry and to unsettle financial matters as well, but it should be remembered that the preservation of our social, civic, and economic interests is wholly dependent upon an enlightened citizenship; and, although business interests are suffering a partial suspense, it is none the less important that we look cautiously to the proper education of all the people in order that we shall make secure to ourselves and our posterity the blessings of a government of the people, by the people, and for the people.

It is an easy matter to defer action on any arduous and baffling proposition to a more opportune day, but can Texans afford to delay this important work longer when illiteracy is so prevalent in our midst? Children by the tens of thousands are coming within scholastic age yearly, and something like 80,000 school children are rounding into manhood and womanhood and are becoming citizens of Texas annually, many of whom are unable to read and write. In my opinion, now is the accepted time to take definite steps toward the elimination of illiteracy in Texas, and in line with the duties of my position, I am going to the people with the problems that beset us in making the precious heritage of an education possible for all the children of all the people.

OVER 200,000
TEXANS CAN'T
READ OR WRITE
NOV 28 1914
Dallas, Texas.

Times

Special to The Times Herald

Austin, Tex., Nov. 28.—The following has been given out by Hon. W. F.

Doughty, state superintendent of public instruction:

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MACON COUNTY HAS VERY FEW ILLITERATES

Tuskegee Lawyers Form Bar Association—Peace Services Held.

Special to The Advertiser.
TUSKEGEE, ALA., Oct. 5.—The rural schools of Macon county opened today and by recent action of the county board will continue for a term of seven months. For some years the length of the rural school term has been seven months, this having been made possible by the use of old dispensary fund which was not exhausted until last year. The county recently voted the one-mill tax which still makes the seven month term possible. According to a recent educational survey there are but thirty-six illiterate children of school age in Macon county. Superintendent Riley is now planning a campaign whereby this illiteracy may be eliminated. To do this he solicits the co-operation of the teachers of the county.

The lawyers of Tuskegee met last week and organized the Macon county Bar Association. R. H. Powell was elected president; O. S. Lewis, vice-president and L. C. Motley, secretary and treasurer.

The churches of Tuskegee held special services Sunday morning and prayers for universal peace were rendered. The attendance was much larger than usual.

After the meeting of last Saturday at which time beat committees were appointed to solicit for membership those who wished to form a branch of the Macon county Cotton Association, a meeting has been called for Friday at 11 o'clock and will convene at the

courthouse. At this time the beat committees will report and resolutions will be in order in reference to the raising of cotton next year.

ILLITERACY IN ALABAMA

By J. T. State Examiner of

At the present time, the question of education is receiving the careful attention and consideration of the people of Alabama.

It is universally admitted that it is a vital and important question.

All recognizes that illiteracy in Alabama is too high and must be remedied.

In order to provide remedies it is best to ascertain first, what Alabama is doing for education.

For this purpose, the figures for the scholastic year ending September 30, 1913, will have to be used, as all the figures for 1914 are not available, but 1914 will show an increase over 1913, in all departments, of the amounts expended for education.

These figures show the amounts expended for the public schools, institutions and colleges of the state, from October 1, 1912, to September 30, 1913.

PUBLIC SCHOOLS.

October 1, 1912, balance.....	\$ 109,014.00
State appropriation	2,105,468.00
County appropriations	558,143.00
City appropriations	443,868.00
Matriculation and incidental fees	173,135.00
Supplement by patrons	181,567.00
Erection of school houses.....	185,411.00
Miscellaneous receipts	236,965.00
Total	\$3,993,571.00

DISBURSEMENTS.

Salaries of teachers	\$2,501,620.00
Salaries of principals	476,475.00
Salaries of supervisors	210,721.00
Erection of school houses	317,949.00
Miscellaneous disbursements....	381,828.00
Total	\$3,888,593.00

September 30, 1913, balance	104,978.00
Total	\$3,993,571.00

In 1912-1913, there were 727,297 children in Alabama, between the ages of 7 and 21, the legal educational ages.

The above figures show that \$5.36 were expended for each child in the state, between these ages, in the public schools, for the scholastic year ending September 30, 1913.

The actual number of children in attendance in the public schools in the state in 1912-1913 was 428,625, so that the amount actually expended for each child was \$9.07.

There were 4570 students enrolled in 49 high schools of the state in 1912-1913, and \$197,540.61 expended in these schools.

There was an enrollment of 9743 in the agricultural and normal schools, institutes and colleges of the state, and \$1,163,427.05 expended in these schools and colleges.

This makes the total enrollment in the public schools and colleges in the state in 1912-1913 as follows:

Public schools	428,625
High schools	4,570
State schools and colleges	9,743
Total	442,938

The total amount expended for public education in 1912-1913 was as follows:

Public schools	\$3,888,593.00
High schools	197,540.61
State schools and colleges	1,163,427.05
Total	\$5,249,560.66

This is a per capita of \$11.85 for each pupil enrolled in the public schools and colleges in the state in 1912-1913.

In addition to these figures there was an enrollment of 16,379 pupils in the private and denominational schools of the state in 1912-1913 which made the total number of pupils in school in Alabama that year 459,317.

Seven hundred and seventy-nine thousand dollars were expended on the private and denominational schools of the state in 1912-1913.

This makes a total of \$5,598,560.66 expended for education in Alabama in 1912-1913, which is a per capita of \$13 on the enrollment in the schools.

Of this amount the state paid the following amounts:

Public schools	\$2,105,468.00
Nine agricultural schools	40,500.00
Normal schools	112,000.00
Fifty high schools	152,000.00
University of Alabama	86,000.00
Alabama Polytechnic institute..	87,200.00
Alabama Girls Technical institute	62,506.54
N. E. A. & I institute	3,000.00
Total	\$3,048,674.54

This is practically 50 per cent of the revenue of the state, and is over \$4 per capita for every child in the state within the educational ages.

The following are the locations, population and appropriations for the state's agricultural and normal schools, institutes and colleges:

DISTRICT AGRICULTURAL SCHOOLS.

Location.	Population.	Appropriation.
First—Jackson	1379	\$4,500.00
Second—Evergreen	1582	4,500.00
Third—Abbeville	1141	4,500.00
Fourth—Sylacauga	1456	4,500.00
Fifth—Wetumpka	1103	4,500.00
Sixth—Hamilton	422	4,500.00
Seventh—Albertville	1544	4,500.00
Eighth—Athens	1105	4,500.00
Ninth—Blountsville	287	4,500.00
Total		\$40,500.00

STATE NORMAL SCHOOLS (WHITE)		
Florence	6689	\$20,000.00
Troy	4961	20,000.00
Jacksonville	2231	20,000.00
Livingston	877	20,000.00
Daphne	500	5,000.00
Moundville	253	5,000.00
Total		\$90,000.00

STATE NORMAL SCHOOLS (COLORED)		
Montgomery	33,136	\$15,000.00
Huntsville	7611	4,000.00
Tuskegee	2893	3,000.00
Total		\$22,000.00

UNIVERSITY OF ALABAMA.		
Tuscaloosa	3407	\$86,000.00
ALABAMA POLYTECHNIC INSTITUTE		
GORMAN		
Public Accounts		

Auburn	1408	\$87,380.00
N. E. A. & I. INSTITUTE.		
Lineville	1053	\$ 3,000.90
ALABAMA GIRLS' TECHNICAL INSTITUTE.		
Montevallo	923	\$62,506.54

The highest per capital for public schools in the United States, is the state of Washington, where the amount is \$32 per annum, and the lowest, with the exception of South Carolina, is Alabama, where the per capita is \$4 per annum. Alabama depends more on state taxation and less on local taxation than any state in the union.

For instance, the state rate of taxation in Alabama is 65 cents on the \$100. Of this amount 30 cents on the \$100, nearly one-half of the taxes of the state, are applied exclusively to the public schools.

In addition, the state appropriates \$350,000 annually for the support of the public schools, besides the various appropriations made to the agricultural, normal and high schools, institutes and colleges.

Then there are appropriations for school libraries, the erection of rural school houses and miscellaneous purposes.

These figures made a fine showing for the development and advancement of the system of public education in Alabama, when it is taken into consideration that the inauguration of the system in this state is comparatively recent.

All must admit that Alabama as a state has done its full duty for public education, except to enact the legislation necessary for the counties to finish the system of education.

In the establishment and location of some of the higher schools the action of the state is subject to criticism.

There has been too much of a policy of diffusion and dissemination, when there should have been a policy of consolidation and concentration.

The nine agricultural schools for which the state pays \$40,500 annually, should be abolished and this money given to the Alabama Polytechnic Institute and Alabama Girls' Technical Institute, or to the public schools.

Why should the state pay \$4,500 annually, for an agricultural school at Blountsville, 12 or 15 miles off the railroad, with a population of 287, according to the last Federal census, and at Hamilton, 16 miles off the railroad, with a population 422?

Then consider the population of the other towns where these other agricultural schools are located.

Much more good could be accomplished by giving this money to institutions where the educational advantages are so much greater.

With our fine railroad facilities and means of transportations and communications, Auburn and Montevallo are easily accessible from all parts of the state.

With our fine local systems of education in all the cities of the state, and the state supporting a good high school in most of the counties of the state, these agricultural schools are not necessary.

The state pays \$90,000 annually to six white Normal schools, and \$22,000 to three colored Normal schools, total \$112,000.

What is the reason or necessity for so many Normal schools in a state with a population of a little over 2,000,000?

Why should the state pay \$5,000 annually for a Normal school at Moundville, with a population of 253?

Would it not be better to consolidate all the white Normal schools into one, or at least, two schools, and the colored schools into one?

If this was done the schools would have better buildings, dormitories and school facilities.

There is no question that such consolidation would result in a decided improvement in these institutions.

These matters deserve the careful attention of the legislature.

Notwithstanding all the state has done for education, much remains to be accomplished.

There are still thousands of illiterate people in Alabama.

The state has done its duty and the counties will have to do the remainder to eradicate illiteracy.

Legislation is necessary before the counties can act and two important laws are necessary.

First, the legislature must submit a constitutional amendment for ratification, authorizing local taxation for education and enact a compulsory education law.

The public schools require twice as much money as they have and it can only be obtained by local taxation.

The perpetuity of republican institutions depend upon education.

Many people do not realize the importance of education or are indifferent to its benefits.

When good schoolhouses are erected and competent teachers furnished, such people should be made to educate their children.

It is the logical sequence of public education.

The question of the education of the negro, especially in the "black belt," is a serious problem for solution.

At present, all the money received by the state from the three mills tax for education is divided among the counties in proportion to the number of children between the ages of 7 and 21.

Then the county school boards apportion this money for the schools to the respective districts in their counties.

In this connection much could be said in reference to the reorganization of our public school system, and the appointment of a state board of education, which could have jurisdiction and supervision over the high schools and the apportionment of the school funds to the counties, but the limits of this article prevents the discussion of these questions now.

Columbia, S. C.

State
SEP 30 1914

Shall 50,000 Be Doomed to Illiteracy?

No. 9.

The objection mainly emphasized by opponents of a compulsory school attendance law in South is that it would include the compulsory schooling of the negroes.

We hold that a white child or a negro child or man, will excel. We believe in the natural superiority of the white race to the negro race.

Is there anyone who believes that the average white child left to grow up in ignorance will retain an advantage, so far as getting on in the world is considered, over the negro child that is sent to school and trained?

According to the census we have in South Carolina about 18,000 or 20,000 while males of voting age who are illiterate. According to examination of the Democratic rolls in Spartanburg and York counties, there are probably about 36,000 white males who would make their marks and not write their names, were all the white males in the State to enroll.

Again, according to the census, about 100,000 negro males of voting age are literate and about 75,000 are illiterate. Let us suppose that 60 per cent. of the negroes classed as literate can barely write their names and are, therefore, illiterate for all practical purposes, and we have 40,000 negro males of voting age who have the rudiments of an education and many of them are pretty well educated.

These are figures that can not be whistled down the wind. The conclusion is necessary that there are in South Carolina some 40,000 negro male adults who are distinctly in advance of at least 25,000 or 30,000 white male adults, in so far as ability to read and write, in so far as education, gives a man an advantage in getting on in the world.

Meantime, we are confronted with the fact that over 20,000 negroes are owners of farms and that 35,000 white men are tenants of other men's lands, while only 44,000 white men own their own farms.

Between 1900 and 1910 the number of white illiterates in the State decreased 4,240. In the same time the number of illiterate negroes decreased 57,641.

Of the whole negro population of the State, 38.7 per cent. was illiterate in 1910, and of the white, 10.3 per cent.

The experience of the world and of every State of our Republic is that illiteracy can not be eradicated without compulsory school attendance. The question for South Carolina to determine is whether or not it will consent that a number of white persons above 10 years old, about 50,000, including about 18,000 voters, shall be kept in a condition of illiteracy in order that about 226,000 negroes shall not escape from illiteracy by the help of a compulsory attendance law—remembering, however, that this number of negro illiterates is very rapidly decreasing without such a law. Of course, after a few years, in the absence of compulsory attendance, the number of negro illiterates will decrease to a number about equal to that of the whites.

In a word, unless the State is content to have for a long period some 50,000 illiterate white persons, above whom will be some hundreds of thousands of negroes superior in education and therefore in equipment to acquire property and get on in the world, a compulsory school law is absolutely necessary.

Or, to put it otherwise, the question is whether the State will doom some 50,000 whites to illiteracy in order that the cure of 200,000 negroes of the disease of illiteracy may be postponed for perhaps a generation.

An illiterate white man is superior to an illiterate negro, but it is insanity to say that a white man may retain his superiority, so far as improving his condition and rising in the world are considered, over the trained and educated of another race, whether it be brown, yellow or black.

and reproach of illiteracy." P. P. Claxton, commissioner of the federal bureau of education, has expressed the belief that illiteracy could be cut to a fraction of 1 per cent, and Representative Towner, of Iowa, in submitting the committee report, predicted it would be accomplished with little delay.

The report of the commissioner shows the number of illiterates in the United States to be 3,184,954 whites, 10 years old or more, at the census of 1910, exceeding the population of the country in 1800. The distribution ranges from 17 per 1,000 people in Iowa to 290 per 1,000 in Louisiana. In the south, the report adds, the percentage is highest in the rural districts and in the north it is highest in the cities. Boston has 24,468 illiterates over 10 years old.

"There are 2,273,605 illiterate males of 21 years and over in the United States," it pointed out, "or enough to determine any national election at any period of United States history."

"France, by quick concerted action, reduced its number of adult illiterates from 45 in 100 to 5 in 100," the report adds.

MOONLIGHT SCHOOLS TO FIGHT ILLITERACY
Louisville, Ky., November 19.—Members of the Women's Forward Movement, which proposes to eliminate adult white illiteracy in Kentucky by 1920 through establishment of so-called moonlight, or rural night schools, practically completed the first week of a proposed state-wide campaign today in Louisville.

Efforts to reach the 200,000 men and women in the state who can neither read nor write has found expression in a number of largely attended meetings. Today the movement was outlined in the public schools. At nine mass meetings last night the keynote of the addresses was taken from the slogan of the women—"let those who can read and write help those who cannot, by establishing moonlight schools."

Mrs. Cora Stewart Wilson, who originated the schools in Kentucky, traced the movement from its inception in Cowan county, where the number of adult illiterates was reduced from 1,156 in 1911 to 23 in 1913. It now embraces 60 counties, the speaker said, and it is the purpose of the Kentucky illiteracy commission to widely extend it. The commission is a creature of the state, but is without an appropriation. The Women's Forward Movement, inaugurated by prominent Kentucky women, intends to supply it.

Eight Kentucky cities will give an impetus to the project through adoption of educational programs fashioned after that which is being carried out in Louisville.

ILLITERATE ADULTS NATIONAL DISGRACE
So Says House Education Committee—Illiterates Can Be Quickly Eliminated.
Washington, February 7.—"The proportion of the wholly illiterate adults among the population of the United States is a national disgrace which can be very quickly eliminated," declared an unanimous report today from the house education committee on the Lever bill to investigate illiteracy. The bill, which carries no appropriation, authorizes the commissioner of education to co-operate with a concerted movement involving field and clerical service, with the states, individuals and associations to "obliterate the stain

TEXAS LOWEST IN EDUCATION!

12-4-14
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(By W. F. Doughty, State Superintendent of Public Instruction.)
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somewhere in its organization and administration.

Some Recent Statistics.
Statistics just compiled at the State Department of Education based on enumeration reports from City and County Superintendents give a total enrollment as 1,433,476; scholastics, 7 to 21 years of age, and further investigation of the same records indicated that 87 per cent of the scholastic children in the State were enrolled in public school last year. Thirteen per cent of 1,433,476, the total enumeration for the State, gives us an alarming product of 186,351 children within scholastic age who did not attend the public schools a single day last year; and by deducting 20,000 as a very liberal allowance for those who graduated within scholastic age and for those who attended private and parochial schools, we are still confronted with 166,351 children within scholastic age who should have been in school, but failed to darken the doors of any schoolhouse during the whole session of 1913-14. The records also indicate that the children who did enroll in the public schools made an attendance record slightly less than 66 per cent; and 66 per cent of 87 gives 57 per cent as the average daily attendance, which means that 43 children of every 100 scholastics were out of school daily last year. The average school term for the year 1913-14 was slightly above 6 months which was of course, only 66.23 per cent or two-thirds of what it ought to have been; and, by taking 66.23 per cent, or two-thirds of 57, we find that the average daily attendance for the nine months was approximately 38 children, which means that only 38 children of every 100 scholastics attended school daily during the session of nine months last year.

Negro Not Wholly to Blame.
The Negro has for more than a generation been our scapegoat for backwardness in educational statistics. But no longer can this old excuse do service in face of the facts. The same records above referred to show that in Texas there are 275,346 Negro children within the scholastic age, 7 to 21 years. Last year 162,000 of these Negro children enrolled in the public schools of the

State, and their attendance record was 57 per cent, compared with 66 per cent for the white children of the State. The United States census report of 1910 shows that Negro illiteracy in Texas decreased during the decade 1900-1910 by 42,250 persons, while the same report shows that illiteracy among the whites increased by 11,299 souls.

At first sight these figures surprised us and in a sense tend to humiliate our spirit, for they show in round numbers that illiteracy among white people is on the increase in Texas, while Negro illiteracy is on the decrease, but, on account of the general increase of population during the period, the percentages for the two races, taken together or separately, are a bit more encouraging; for the same report shows that in percentage illiteracy was on the decrease in Texas during the decade 1900-1910. In other figures, combined for both races, illiteracy in Texas decreased during the period under consideration from 14.5 per cent to 9.9 per cent. Or, stating it separately, the decrease among the Negroes was 13.6 per cent as against 1.8 per cent for white people, all of which indicates wholly unsatisfactory progress for Texas.

The Rural School Situation.
A careful investigation of the situation makes it clear to the student that the backwardness of Texas in educational matters is due largely to rural school conditions, which schools constitute by far the larger part of the State's educational system. The schools of the towns and cities of Texas are classed with the very best of their kind anywhere established, and yet the State as a whole ranks in general educational efficiency far down the line from first place. Statistics just compiled at the State Department of Education show that approximately 912,212 scholastics are residing in rural school districts, with the privilege of attending public school from two to seven months in the year. In general, rural schools are conducted by inexperienced teachers under very unfavorable conditions. Often these teachers are young women from the towns and cities who come with lit-

tle knowledge of rural conditions and without special training for the work under hand. Judging from the progress we are now making, one is made to wonder if we shall ever entirely eradicate illiteracy in Texas.

Immediate Action Necessary.
The fact that many of the leading Nations of the world are now engaged in disastrous war has served to delay for a time much constructive work in various lines of industry and to unsettle financial matters as well, but it should be remembered that the preservation of our social, civic and economic interests is wholly dependent upon an enlightened citizenship; and, although business interests are suffering a partial suspense, it is none the less important that we look cautiously to the proper education of all the people in order that we shall make secure to ourselves and our posterity the blessings of a government of the people, by the people, and for the people.

It is an easy matter to defer action on any arduous and baffling proposition to a more opportune day, but can Texans afford to delay this important work longer when illiteracy is so prevalent in our midst? Children by the tens of thousands are coming within scholastic age yearly, and something like 80,000 school children are rounding into manhood and womanhood and are becoming citizens of Texas annually, many of whom are unable to read and write.

In my opinion, now is the accepted time to take definite steps toward the elimination of illiteracy in Texas, and in line with the duties of my position. I am going to the people with the problems that beset us in making the precious heritage of an education possible for all the children of all the people.

FEWER NEGRO ILLITERATES
DECREASED FROM 57.1 PER CENT, IN 1890 TO 30.4 IN 1910.

NEW YORK EVENING POST
More Negro Men than Women—Percentage of Increase Lower than for Native or Foreign-Born Whites—Census Bureau Analysis of Statistics

cal Conditions of Colored Race.

WASHINGTON, October 12.—A bulletin on negroes in the United States will be issued at an early date by William J. Harris, Director of the Census, regarding the number and distribution of negroes, their rate of increase, their sex and age distribution, and their marital condition. Figures for illiteracy, school attendance, and occupations will be presented, as well as data on negroes in agriculture and on mortality among negroes. This bulletin is preliminary to a detailed report on negroes in the United States to be issued later, which will be a complete analytical presentation of the statistics concerning the negroes.

The number of negroes in the United States (exclusive of outlying possessions) in 1910 was 9,827,763, and they formed 10.7 per cent of the total population. In 1900 the number of negroes was 8,832,994, or 11.6 per cent of the total population of that date. The increase among the negroes during the decade was 993,769, or 11.2 per cent., as compared with an increase of 20.8 per cent. among the native whites and of 30.7 per cent. among the foreign-born whites. The growth of the negro population results from their own natural increase, while the growth of the white population is accelerated by the great influx of immigrants and the high birth-rate in immigrant families.

PROPORTION OF MULATTOES INCREASING.
Of the total number of negroes in 1910 about one-fifth were reported as mulatto; that is, as having some white blood. The proportion that mulattoes formed of the total negro population increased from 12 per cent. in 1870 to 15.2 per cent. in 1890, and to 20.9 per cent. in 1910.

Nearly three-fourth of the negroes (7,138,534, or 72.6 per cent.) were rural dwellers, while about one-fourth (2,689,229, or 27.4 per cent.) lived in towns or cities of at least 2,500 inhabitants. Negroes formed 14.5 per cent. of the rural population, as compared with 6.3 per cent. of the urban. In the Southern States the great majority of the negroes lived in rural districts, while of the negroes of the North and of the West a large proportion were city dwellers.

Of a total of 2,953 counties in the United States there were only 110 in which there were no negroes, and there were 53 counties in 1910, as compared with 55 counties in 1900, in which 75 per cent. of the population was negro. There were 263 counties in 1910 in which 50 per cent. of the population was negro.

MORE NEGRO WOMEN THAN MEN.
In 1910 there were 4,885,881 negro males in the United States, as compared with 4,941,882 negro females, the number

of males to 100 females thus being 98.9, as compared with a ratio of 106 for the whites. The negroes were the only race in the United States in which there were more females than males.

The age distribution of the negroes was as follows:

Age group—	Number.	Per cent. distribution.
All ages*	9,827,763	100.0
Under 5 years	1,263,288	12.9
5 to 14 years	2,401,819	24.4
15 to 24 years	2,091,211	21.3
25 to 44 years	2,638,178	26.8
45 to 64 years	1,108,103	11.3
65 years and over ..	294,124	3.0

*Includes persons of unknown age.

The age distribution of the negroes does not differ materially from that of the native whites. Negro males in the United States of voting age numbered 2,458,873 in 1910, and the negro females of voting age numbered 2,427,742.

Of the negroes six to nine years of age, 88,954, or 49.3 per cent., were reported as having attended school during the school year 1909-10; of those ten to fourteen years of age, 791,995, or 68.6 per cent., were so reported; and of those fifteen to twenty years of age, 338,750, or 26.5 per cent. In each age group the percentage of school attendance was much lower for the negroes than for the whites.

ILLITERACY DECREASING.

Of the total number of negroes ten years of age and over, 2,227,731, or 30.4 per cent., were reported as illiterate; among the whites the percentage of illiteracy was 5, being 3 among native whites, and 12.7 among foreign-born whites. The percentage of illiteracy among negroes decreased from 57.1 in 1890 to 44.5 in 1900, and to 30.4 in 1910.

Farms operated by negroes in 1910 numbered 893,370; of this number, 218,972 were operated by their owners, 672,964 by tenants, and 1,434 by managers. The number of farms owned by negroes increased by 31,175, or 16.6 per cent., between 1900 and 1910, and the number of negro tenants increased by 115,790, or 20.8 per cent., during the decade. The total value of farm property operated by negroes in 1910 was \$1,144,181,000, as compared with \$499,941,000 in 1900, an increase more than twofold during the decade. The statistics show that 1,806,727 negro males and 1,050,849 negro females were engaged in agriculture.

The forthcoming bulletin will contain for the first time a statement regarding mortality among the negroes. All previous census publications have given statistics for the total colored population, in which was included the Chinese, Japanese, Indians, and other non-whites. The data will be shown for the registration area of the United States, which includes the registration states and certain selected cities. The death-rate among negroes in 1910 in this area was 25.5 per

1,000, showing a decrease, as compared with the rate in 1900, which was 29.4, and the death-rates for 1910 show many decreases, especially in the Southern municipalities.

KENTUCKY WARS ON ILLITERACY

In a proclamation characterized by Dr. J. C. Claxton, U. S. Commissioner of Education, as "one of the most important issued by the Governor of any State since the beginning of our national life," Governor McCreary of Kentucky, announces the appointment of a State Illiteracy Commission and the beginning of a campaign to eliminate illiteracy from his State. A thousand volunteer teachers are already at work in the "moonlight schools," teaching Kentucky's 208,000 adult illiterates how to read and write.

The members of the Illiteracy Commission are: Mrs. Cora Wilson Stewart, through whose efforts as superintendent of schools illiteracy has been entirely wiped out in Rowan County during the last three years; Miss Ella Lewis, superintendent of schools for Grayson County; Dr. J. G. Crabbe, president of the Eastern Kentucky State Normal School; and H. H. Cherry, president of the Western Kentucky State Normal School. The Commission is receiving valuable aid from the Kentucky Educational Association, the Kentucky Press Association, the State Federation of Women's Clubs, the Society of Colonial Dames, and other public-spirited organizations.

Of special importance, in the opinion of Commissioner Claxton, will be the effect of Kentucky's example on other States. Illiteracy is a national problem, and few States are free from it. Says Dr. Claxton:

"This proclamation will have far-reaching results. It marks the beginning of a new era in Kentucky and for all the country, for the idea will be taken up by other States and the work will go on till the curse and shame of illiteracy have been lifted from every State in the Union."

"It will be a part of the lasting glory of the State of Kentucky that it has taken the lead in this movement. It is the first State to undertake to offer to all the people, of whatever age, an opportunity to learn to read and write, and thus break away from the prison walls of sense and silence within which the illiterate man and woman must live. Whatever else Governor James B. McCreary may do for his State, this proclamation and his recommendation to the legislature that it provide for the appointment of this illiteracy commission must always be accounted among his wisest and most important acts."

Bureau of Education officials point out that work such as has been begun in Kentucky will make much more

rapid progress when the illiteracy bill introduced by Congressman Abner C. Crombie, of Alabama, becomes law. This bill (H. R. 15470) requires the Bureau of Education and the Commissioner of Education to devise plans for teaching adult illiterates, and to co-operate with State and local authorities in the work when requested to do so.

Columbia, S. C.

Shall 50,000 Be Doomed to Illiteracy?

The objection mainly emphasized by opponents of a compulsory school attendance law in South is that it would include the compulsory schooling of the negroes.

We hold that a white child or white man, given an equal chance with a negro child or man, will excel. We believe in the natural superiority of the white race to the negro race.

Is there anyone who believes that the average white child left to grow up in ignorance will retain an advantage, so far as getting on in the world is considered, over the negro child that is sent to school and trained?

According to the census we have in South Carolina about 18,000 or 20,000 while males of voting age who are illiterate. According to examination of the Democratic rolls in Spartanburg and York counties, there are probably about 36,000 white males who would make their marks and not write their names, were all the white males in the State to enroll.

Again, according to the census, about 100,000 negro males of voting age are literate and about 75,000 are illiterate. Let us suppose that 60 per cent. of the negroes classed as literate can barely write their names and are, therefore, illiterate for all practical purposes, and we have 40,000 negro males of voting age who have the rudiments of an education and many of them are pretty well educated.

These are figures that can not be whistled down the wind. The conclusion is necessary that there are in South Carolina some 40,000 negro male adults who are distinctly in advance of at least 25,000 or 30,000 white male adults, in so far as ability to read and write, in so far as education, gives a man an advantage in getting on in the world.

Meantime, we are confronted with the fact that over 20,000 negroes are owners of farms and that 35,000 white men are tenants of other men's lands, while only 44,000 white men own their own farms.

Between 1900 and 1910 the number of white illiterates in the State decreased 4,240. In the same time the number of illiterate negroes decreased 57,641.

Of the whole negro population of the State, 38.7 per cent. was illiterate in 1910, and of the white, 10.3 per cent.

The experience of the world and of every State of our Republic is that illiteracy can not be eradicated without compulsory school attendance.

The question for South Carolina to determine is whether or not it will consent that a number of white persons above 10 years old, about 50,000, including about 18,000 voters, shall be kept in a condition of illiteracy in order that about 226,000 negroes shall not escape from illiteracy by the help of a compulsory attendance law—remembering, however, that this number of negro illiterates is very rapidly decreasing without such a law. Of course, after a few years, in the absence of compulsory attendance, the number of negro illiterates will decrease to a number about equal to that of the whites.

In a word, unless the State is content to have for a long period some 50,000 illiterate white persons, above whom will be some hundreds of thousands of negroes superior in education and therefore in equipment to acquire property and get on in the world, a compulsory school law is absolutely necessary.

Or, to put it otherwise, the question is whether the State will doom some 50,000 whites to illiteracy in order that the cure of 200,000 negroes of the disease of illiteracy may be postponed for perhaps a generation.

An illiterate white man is superior to an illiterate negro, but it is insanity to say that a white man may retain his superiority, so far as improving his condition and rising in the world are considered, over the trained and educated of another race, whether it be brown, yellow or black.

APPEALS FOR AID IN WAR ON ILLITERACY

Advertiser 10-3-14
Feagin Makes Suggestions to

County Superintendents
of State

County Superintendents of Education of Alabama have been asked to co-operate in a plan to reduce illiteracy in this State by W. F. Feagin.

State Superintendent of Education, who yesterday mailed out letters to the county superintendents, asking them to suggest plans for bettering educational conditions.

"May I ask you to seize this opportunity to do your county a real service in the effort to banish gross ignorance?" is the question asked by Superintendent Feagin.

Following is a copy of the letter:

"To County Superintendents:

"You doubtless have had time to go over the pamphlet entitled 'Literacy and Illiteracy in Alabama,' which was a reproduction of the census returns for the summer of 1914.

"I have no doubt that you have thought out some plan for giving these facts publicity in your county in order to create and stimulate educational interest afresh.

"In case you have not definitely determined upon a plan, I would suggest that you work out the data for your county for the several districts somewhat as the department has worked it out for the several counties of the State setting out the number of literates and illiterates in each district and ranking them, if you choose, according to their literacy.

"If, after all, any very definite results come from this kind of work, these results will have to manifest themselves through personal interest and contact, and inasmuch as you can give to any party who has the right to know it the names of the exact illiterates in a community, this appears to me to be the most hopeful way to go about supplanting illiteracy with literacy.

"May I beg you, therefore, to seize this opportunity through your county press and through such pamphlets as you may wish to use to do your county a real service in the effort to banish gross ignorance."

COLUMBIA, S. C.

SEE PRESS.

JUN 29 1914
5,500,000 ILLITERATES.

It is neither surprising nor especially discreditable that there are in the United States 5,500,000 persons above ten years old who cannot read or write. The great majority of these are native negroes or Mexicans past middle age, or recent immigrants from backward countries and provinces. They are not illiterate from choice.

Commissioner of Education Claxton told the Industrial League Conference in this city that the productive power of 406,000 illiterates in New York State would be increased \$100 each, or \$40,000,000 in all, if they could read and write. This might be an underestimate; who knows? Supt. Maxwell is right in saying that ignorance of English invites accident in factories, and a great illiterate vote is intolerable in a republic.

There is little cause to worry about the second generation immigrant. There are actually fewer illiterates among the children of immigrants than among the children of native whites, nor is there any lack of capacity for culture among

children. But something ought to be done for the adults.—New York World.

Illiteracy - 1914

Among Other Things We Need Education

Dothan Eagle. *Advertiser* 10-18-14

While we have some well informed people in this country, still ignorance runs rife, and small wonder that Alabama stands almost at the bottom from an educational point of view.

Five hundred men can be found in Houston county (shame on us for admitting it) who believe that the depressed price of cotton is not due to the European war, but that it is a trick of the local buyers to get the cotton for nothing. Those men believe that cotton is selling in the markets of the world at 10 cents and above.

Then we might find another five hundred, who believe it is due to the Democratic party being in power.

We can find two or three hundred men—heads of families if you please—who believe that there is no war; who believes that the press of the country have been bought up by the rich, to print stories of bloodshed and battle as an excuse to "get cotton for nothin'".

Among the latter class, shame on them, you will find no readers or thinkers. They never have an original thought. They take no paper or periodical, and wouldn't read one if they had it.

It is the intelligent farmer scattered through the different communities that leaven the lump. But for them the record of intellect in Houston county would be below forty-eight in the list of sixty-eight counties. Here and there, all over this country and others, you find bell-weatheres who blaze the way, who give ideas for their neighbors—who are real leaders in thought.

We need more education in this county, among other things. That doesn't give any relief from the present situation, however. But it's worth thinking of.

The rural routes have wrought wonders. They should be extended even further into the interior, and everybody should patronize the mail boxes, and get at least one paper a week and read it before papering the pantry shelves with it.

LETTERS TO EDITOR

Advertiser 10-19-14

Editor The Advertiser: At the present time, the question of education is receiving the careful attention and consideration of the people of Alabama.

It is universally admitted that it is a vital and important question.

All recognize that illiteracy in Alabama is too high and must be remedied.

In order to provide remedies it is best to ascertain first, what Alabama is doing for education.

For this purpose, the figures for the scholastic year ending September 30, 1913, will have to be used, as all the figures for 1914 are not available, but 1914 will show an increase over 1913, in all departments, of the amounts expended for education.

These figures show the amounts expended for the public schools, institutions and colleges of the State, from October 1, 1912, to September 30, 1913.

Public Schools.

October 1, 1912, balance	\$ 109,014.00
State appropriation	2,105,468.00
County appropriations	558,143.00
City appropriations	443,868.00
Matriculation and incidental fees	173,135.00
Supplement by patrons	181,567.00

Erection of school houses	185,411.00
Miscellaneous receipts	236,965.00

Total \$3,993,571.00

Disbursements.

Salaries of teachers	\$2,501,620.00
Salaries of principals	476,475.00
Salaries of supervisors	210,721.00
Erection of school houses	317,949.00
Miscellaneous disbursements	381,828.00

Total \$3,888,593.00

September 30, 1913, balance 104,978.00

Total \$3,993,571.00

In 1912-1913, there were 727,297 children in Alabama, between the ages of 7 and 21, the legal educational ages.

The above figures show that \$5.36 were expended for each child in the State, between these ages, in the public schools, for the scholastic year ending September 30, 1913.

The actual number of children in attendance in the public schools in the State in 1912-1913 was 428,625, so that the amount, actually expended for each child, was \$9.07.

There were 4,570 students enrolled in the forty-nine high schools of the State in 1912-1913, and \$197,540.61 expended in these schools.

There was an enrollment of 9,743 in the agricultural and normal schools and colleges.

This makes the total enrollment in the public schools and colleges in the State in 1912-1913 as follows:

Public Schools	428,625
High Schools	4,570
State Schools and Colleges	9,743

Total 442,938

The total amount expended for public education in 1912-1913 was as follows:

Public Schools	\$3,888,593.00
High Schools	197,540.61
State Schools and Colleges	1,163,427.05

Total 5,249,560.66

This is a per capita of \$11.85 for each pupil enrolled in the public schools and colleges in the State in 1912-1913.

In addition to these figures there was an enrollment of 16,379 pupils in the private and denominational schools of the State in 1912-1913, which made the total number of pupils in school in Alabama that year 459,317.

Seven hundred and seventy-nine thousand dollars were expended on the private and denominational schools of the State in 1912-1913.

This makes a total of \$5,978,560.66 expended for education in Alabama in 1912-1913, which is a per capita of \$13 on the enrollment in the schools.

Of this amount the State paid the following amounts:

Public Schools	\$2,105,468.00
Nine Agricultural Schools	40,500.00
Normal Schools	112,000.00
Fifty High Schools	152,000.00
University of Alabama	86,000.00
Alabama Polytechnic Institute	87,200.00
Alabama Girls Technical Institute	62,506.54
N. E. A. and I. Institute	3,000.00

Total \$3,048,674.54

This is practically 50 per cent of the revenue of the State, and is over \$4 per capita for every child in the State within the educational ages.

The following are the locations, population and appropriations for the State's agricultural and normal schools, institutes and colleges:

Location.	Population.	Appropriation.
1st. Jackson	1,379	\$
2nd. Evergreen	1,582	
3rd. Abbeville	1,141	
4th. Sylacauga	1,456	
5th. Wetumpka	1,103	
6th. Hamilton	422	
7th. Albertville	1,544	
8th. Athens	1,715	
9th. Blountsville	287	

Total \$4

State Normal Schools (White).

Florence	6,689	\$2
Troy	4,961	2
Jacksonville	2,231	2
Livingston	877	2
Daphne	500	
Moundville	253	

Total \$9

State Normal Schools (Colored).

Montgomery	38,136	\$1
Huntsville	7,611	
Tuskegee	2,803	

Total \$2

University of Alabama.

Tuscaloosa	8,407	\$8
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Alabama Polytechnic Institute.

Auburn	1,408	\$8
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N. E. A. and I. Institute.

Lineville	1,053	\$
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Alabama Girls' Technical Institute.

Montevallo	923	\$
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The highest per capita for public schools United States, is the State of Washington, where amount is \$32 per annum, and the lowest, exception of South Carolina, is Alabama, where per capita is \$4 per annum.

Alabama depends more on State taxation on local taxation than any State in the Union. For instance, the State rate of taxation in Alabama is 65 cents on the \$100. Of this amount, 30 cents on the \$100, nearly half of the taxes of the State, are applied exclusively to the public schools.

In addition, the State appropriates \$350,000 for the support of the public schools, besides various appropriations made to the Agricultural and High Schools, Institutes and colleges.

Then there are appropriations for school buildings, the erection of rural school houses and miscellaneous purposes.

These figures made a fine showing for the

and advancement of the system of public education in Alabama, when it is taken into consideration that the inauguration of the system in this State is comparatively recent.

All must admit that Alabama as a State has done its full duty for public education, except to enact the legislation necessary for the counties to finish the system of education.

In the establishment and location of some of the higher schools the action of the State is subject to criticism.

There has been too much of a policy of diffusion and dissemination, when there should have been a policy of consolidation and concentration.

The nine Agricultural Schools for which the State pays \$40,500 annually, should be abolished and this

money given to the Alabama Polytechnic Institute and Alabama Girls' Technical Institute, or to the public schools.

Why should the State pay \$4,500 annually for an Agricultural School at Blountsville, twelve or fifteen miles off of the railroad, with a population of 287, according to the last Federal census, and at Hamilton, sixteen miles off the railroad, with a population of 422?

Then consider the population of the other towns where these Agricultural Schools are located.

Much more good could be accomplished by giving this money to institutions where the educational advantages are so much greater.

With our fine railroad facilities and means of transportation and communication, Auburn and Montevallo are easily accessible from all parts of the State.

With our fine local systems of education in all the cities of the State, and the State supporting a good High School in most of the counties of the State, these Agricultural Schools are not necessary.

The State pays \$90,000 annually to six white Normal Schools, and \$22,000 to three colored Normal Schools, total \$112,000.

What is the reason or necessity for so many Normal Schools in a State with a population of little over 2,000,000?

Why should the State pay \$5,000 annually for a Normal School at Moundville, with a population of 253?

Would it not be better to consolidate all the white Normal Schools into one, or at least, two schools, and the colored schools into one?

If this was done the schools would have better buildings, dormitories and school facilities.

There is no question that such consolidation would result in a decided improvement in these institutions.

These matters deserve the careful attention of the Legislature.

Notwithstanding all the State has done for education, much remains to be accomplished.

There are still thousands of illiterate people in Alabama.

The State has done its duty and the counties will have to do the remainder to eradicate illiteracy.

Legislation is necessary before the counties can act and two important laws are necessary.

First the Legislature must submit a constitutional amendment for ratification, authorizing local taxation for education and enact a compulsory education law, twice as much money as obtained by local taxation.

an institutions depend

ize the importance of its benefits.

are erected and much people should be en.

f public education. n of the negro, especially serious problem for solu-

received by the State education is divided tion to the number of 7 and 21.

is apportion this money tive districts in their

ould be said in reference a public school system, ite Board of Education, n and supervision over apportionment of the but the limits of this of these questions now.

I. T. GORMAN

SHALL WE HIDE THE TRUTH?

Advertiser 10-27-14
We are fully aware of the large percentage of illiteracy that the national census has given this State, of unlearned, uneducated people, who have lacked or not taken the advantage of opportunities of schooling. But it strikes us that we should be the last persons on earth to exploit that fact. We should be ashamed of it. We should instinctively hide it, while as a state and people we were using our best endeavors to remedy it.—Bessemer Weekly.

It angers and shames us all to see our deficiencies in this respect aired in the newspapers and magazines of other sections. For one thing, the thousand strong points in Alabama's favor are not mentioned when our weak points are emphasized. Again, it is seldom mentioned in the "grand totals" that the bulk of this illiteracy is chargeable to negroes.

However, we must dissent from the esteemed Bessemer Weekly's view that we "should hide it," (meaning our illiteracy), from the public. How could the voters of Alabama ever know the deplorable facts if these facts are not published and republished at home? How can we hope to build up a public sentiment that will burn down this parasitical growth, if we may call it such, if the public is not informed, and again, reminded, of the plain truth?

The best way to make Alabama blot out illiteracy is to make Alabama thoroughly ashamed of the illiteracy among our people. And the way to make Alabama ashamed is to hold the truth before the eyes of Alabama. We are retarding educational progress in this State when we withhold the truth from our own people.

OWNING THE CORN

STATE SUPT. OF EDUCATION W. F. DOUGHTY RESPONSIBLE FOR THE STATEMENT THAT ILLITERACY AMONG WHITES INCREASING MORE THAN AMONG NEGROES.

Some Startling Figures Reproduced Here to Enlighten the Understanding.

The Dallas Express
A recent issue of the Dallas Morning News contained a long labored article on the educational situation in Texas setting forth some startling figures. Among other things the writer says:

How Texas Ranks Educationally.

Reports of the United States Bureau of Education, the United States Census Bureau, and the division of education, Russell Sage Foundation, indicate Texas as ranking thirty-eighth in general educational efficiency among the other States of the Nation. A certain encyclopedia, now out of date in most respects, is responsible for the statement that Texas has the largest permanent school fund and the poorest school system of any State in the Union. This statement, however, corrected to date, would read as follows:

"Texas has the largest permanent school fund of any State in the Union and ranks thirty-eighth in educational efficiency among her sister States." When it is taken into consideration that in 1910 there were in Texas 282,904 people ten years of age and over unable to read and write, 157,886 of whom are white people, we are forced to admit that the State's system of education is sadly deficient.

Some Recent Statistics.

Statistics just completed at the State Department of Education based on enumeration reports from City and County Superintendents give a total enrollment as 1,433,476 scholastics, 7 to 21 years of age. And a further investigation of the same records indicate that only 87 per cent of the scholastic children in the State were enrolled in public school last year. Thirteen per cent of 1,433,476, the total enumeration for the State, gives us an alarming product of 186,351 children within scholastic age who did not attend the public schools a single day last year; and by deducting 20,000 as a very liberal allowance for those who graduated within scholastic age and for those who attended private and parochial schools, we are still confronted with 166,351 children within scholastic age who should have been in school, but failed to darken the doors of any schoolhouse during the whole session of 1913-14. The records also indicate that the children who did enroll in the public schools made an attendance record slightly less than 66 per cent; and 66 per cent of 87 gives 57 per cent as the average daily attendance, which means that 43 children of every 100 scholastics were out of school daily last year. The average school term for the year 1913-14 was slightly above six months, which was, of course, only 66 2-3 per cent, or two-thirds of what it ought to have been; and, by taking 66 2-3 per cent, or two-thirds of 57, we find that the average daily attendance for the nine months was approximately 38 children, which means that only 38 children of every 100 scholastics attended school daily during the session of nine months last year.

Negro Not Wholly to Blame.

The Negro has for more than a generation been our scapegoat for backwardness in educational statistics. But no longer can this old excuse do service in face of the facts. The same records above referred to show that in Texas there are 275,346 Negro children within the scholastic age, 7 to 21 years. Last year 162,000 of these Negro children enrolled in the public schools of the State, and their attendance record was 57 per cent, compared with 66 per cent for the white children of the State. The United States census report for 1910 shows that Negro illiteracy in Texas decreased during the decade 1900-1910 by 42,520 persons, while the same report shows that illiteracy among the whites increased by 11,299 souls.

At first sight these figures surprise

us and in a sense tend to humiliate our spirit, for they show in round numbers that illiteracy among white people is on the increase in Texas, while Negro illiteracy is on the decrease, but, on account of the general increase of population during the period, the percentages for the two races, taken together or separately, are a bit more encouraging; for the same report shows that in percentage illiteracy was on the decrease in Texas during the decade 1900-1910. In other figures, combined for both races, illiteracy in Texas decreased during the period under consideration from 14.5 per cent to 9.9 per cent. Or, stating it separately, the decrease among Negroes was 13.6 per cent as against 1.8 per cent for white people, all of which indicates wholly unsatisfactory progress for Texas.

Can't Lay it on the Negro

The Pensacola News is an advocate of educational progress in Florida, but is inclined to excuse the State for its present bad showing. Florida's percentage of illiteracy" it remarks, "is doubtless largely due to its Negro population."

This is a common fallacy with us in the South. Whenever some one says "The percentage of illiteracy in this State is twice the American average," some one is likely to answer, "Oh, that's just because so many Negroes can't read and write."

Fortunately for the sake of truth, however, the census shows separately, and we can favor the Pensacola News with the figures for Florida's white illiteracy entirely apart from that of the Negroes. Florida's illiteracy for native whites of native parentage exceeds 5 per cent, where as in twenty states of the Union the illiteracy for such native whites is less than 1 per cent.

Florida is one of the group of seven next-to-the worst states for white illiteracy—Virginia, West Virginia, Georgia, Florida, Tennessee, Mississippi, and Arkansas. In these seven states 5 to 10 per cent of our native stock of white people (leaving the Negroes entirely out of the question) are absolutely illiterate; while in the group of six worst-of-all states for native white illiteracy—North Carolina, South Carolina, Alabama, Kentucky, Louisiana, and New Mexico—the percentage runs from 10 to 15 per cent—Progressive Farmer.